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ABSTRACT

This booklet is comprised of summaries of contributions to the Eighth National Conference on Equal Educational Opportunity. National Education Association President, George Fischer, expresses views about changing attitudes, cultural differences, Southern school desegregation, busing, and the Nixon administration. Mrs. LaDonna Harris, a Comanche Indian, focuses on the problems of the American Indian people, and contends that Peace Corps work with people of different cultures all over the world is futile when the problems of cultural difference in the United States remain unsolved. Leon Panetta talks of the need for leadership and clear thinking on the issue of desegregation in order to prevent worsening of relations between the races. Roy Innis offers an alternative to the Department of Health, Education and Welfare plan for desegregation. Charles Gonsales, student NEA president, enjoins educators to begin asking some basic questions about the great cleavage between "our national goals and our national behavior." Mrs. Gwendolyn Woods, National Coordinator of the National Association of Black Students discusses the recommendations that the Association proposes to create an educational experience that is relevant to the black student and to the people the black student would wish to serve. The booklet also includes the resolutions made by the participants at the Conference. (RJ)

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Increasing the Options for Wholesome Peer Level Experiences Across Racial, Cultural, and Economic Lines

Highlights of the Eighth National Conference on Equal Educational Opportunity

Washington, D. C.
February 19-21, 1970

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NATIONAL EDUCATION ASSOCIATION

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Alabama Education Association
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Alaska

Alaska Education Association

Arizona

Arizona ACT
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NEA Legislative Commission
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Washington Education Association

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Arkansas Education Association
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California

California Teachers Association
Indian Historical Society
Riverside County Schools
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Colorado Department of Education
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Increasing the Options for Wholesome Peer Level Experiences Across Racial, Cultural and Economic Lines

NATIONAL CONFERENCE
WASHINGTON, D. C.
February 19-21, 1970

Sponsor:

CENTER FOR HUMAN RELATIONS
NATIONAL EDUCATION ASSOCIATION

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Mary Kepecs and Ellen Ross

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We light this candle in memory of Rosena Willis and ask each of you to do the same.

—Sam Ethridge

Somehow desegregation has traditionally carried with it the connotation of a privilege being granted to minorities by the grace of the majority, claimed the Human Relations Council working paper which was presented to conference participants to stimulate discussion.

The Council argued in the paper that effective integration must be continuously pursued. However, the paper declared that "we must look for new concepts, new methods of social organization, and new approaches in allocating our educational resources" in order to provide minority- and majority-group children with a meaningful school experience. One new approach suggested in the working paper is the establishment of intergroup education councils in each metropolitan area and school district in the nation.

Conference participants were given the opportunity to read the working paper and to group in tens and discuss its major points. These included the view that formal education should not take place solely within the walls of a school. The paper pointed out that thousands of students from racially segregated schools, and even an alarmingly large proportion of those attending nonsegregated schools, have not had the productive intergroup learning experiences so essential for meaningful living in our complex global village.

The Council referred to a number of studies, such as the Report of the NEA Task Force on Human Rights, to substantiate the view that racially isolated education has prevented both the minority child and the white middle class child from seeing a relationship between the classroom and the realities of life. On the basis of such evidence, the Council argued in the paper, a community approach is needed to overcome patterns of racial isolation in the schools.

The paper called for the establishment of intergroup education councils to increase the opportunities for wholesome, peer level, cross-racial experiences for children. Such councils would include educators and civic, religious, and business leaders. Under no circumstances would schools be released "from their legal obligations to take affirmative action toward ending all vestiges of a dual system of education and the results of its accumulative discrimination," the paper stressed.

ECONOMICS CHANGES ATTITUDES

By George Fischer

NEA President George Fischer set the mood of the conference by touching upon many subjects. He expressed views about changing attitudes, cultural differences, Southern school desegregation, busing, and the Nixon administration. He also spoke briefly about positions taken by official NEA bodies on race relations.

On Changing Attitudes:

Education can change American economics. The success of minority groups in industry will change the attitudes of white Americans.

Mergers change attitudes.

If the ball club believes Blacks can win, they will.

On Cultural Differences:

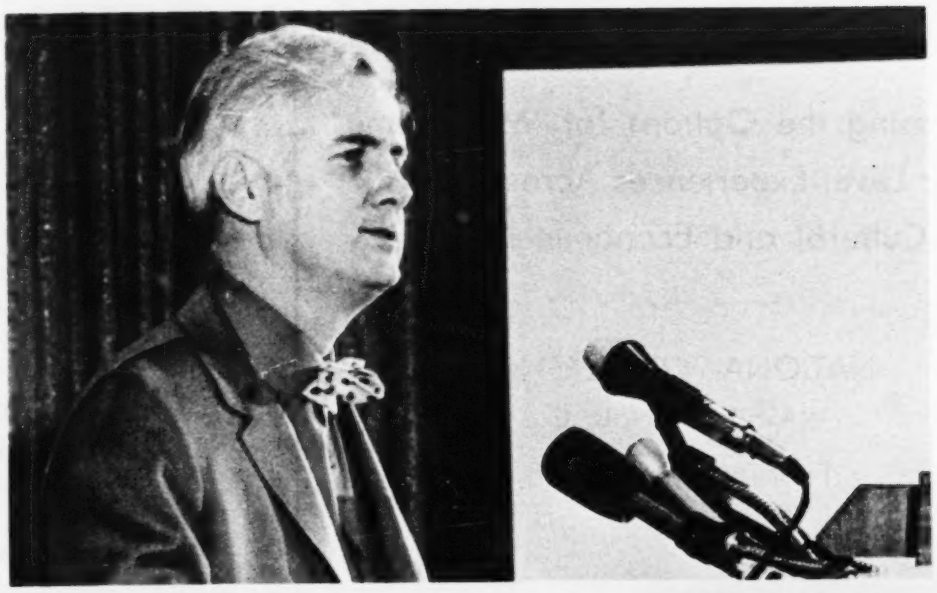
The Indian chief would fish and hunt. The white man would work and make a million, and then retire to fish and hunt.

In the white power structure money talks, and you are judged by your money. This won't ever change.

Blacks, Mexican-Americans, and American Indians haven't made it because whites have considered them subhuman and because they have different value systems.

On Southern School Desegregation:

When Southern whites desegregated their schools, they disinfected rooms and changed the toilet seats before the white kids moved in.



NEA President George Fischer describes work with the Task Force on Human Rights.

On Busing:

We have been busing the wrong kids for the wrong reasons—assuming that black kids will get a better education in the suburbs.

On the Nixon Administration:

It is my opinion that President Richard Nixon is the greatest enemy the teacher and the black man have had since Rutherford B. Hayes made his deal with the South to end Reconstruction.

On NEA's Positions on Race Relations:

NEA filed an amicus curiae brief in the Supreme Court case of Holmes v. Alexander to prevent slowing down implementation of the HEW desegregation guidelines in Mississippi.

NEA opposed President Nixon's nomination of Judges Clement Haynesworth and G. Harrold Carswell to the Supreme Court.

NEA opposed President Nixon's veto of the HEW appropriations bill.

Panelist Arthur Diaz (above), Task Force Director, Paterson, New Jersey, said that "The Puerto Ricans here are suffering because promises have not been kept and because the bureaucracy is callous. We should go to Capital Hill and discipline those bureaucrats."

Preston Roney (left, at mike) tells conferees that the controversy over busing belies the real issue — desegregation.

Other panelists noted that their minority cultures are being accepted by the American public as the melting pot theory fades. "The Indians still have vestiges of a life of dignity and courage," said Cherokee Sparlin Norwood. Bill Guardia added that America is discovering through the Mexican-American "the beautiful cultures of Mexico, of Teotihuacan, of Montezuma."

In photo, right to left: Mr. Roney, Human Relations Commission, Indianapolis, Indiana; Betty Buford, president, Association of Classroom Teachers, Washington, D. C. (moderator); Mr. Norwood, teacher, Dewey, Oklahoma; and Mr. Guardia, guidance counselor, San Antonio, Texas.

A CROSS-CULTURAL EXPERIENCE

By LaDonna Harris

Mrs. LaDonna Harris, a Comanche Indian received an NEA human relations award in 1969

For non-Indians, trying to understand the problems that Indian people have is in itself a problem. For example, in my state of Oklahoma there are 68 different tribes, each with its own culture, language, and attitudes. Most Indian people feel that "I am first a Comanche and second an Indian." Our biggest triumph in Oklahoma came four years ago, when the 68 tribes joined into one Indian organization.

A very contemporary problem is that posed by the urban Indian. We estimate that one half of the million Indians in the United States today live in cities. This migration off the reservations and into the cities is continuing—in fact, it is a global thing.

The "Peace Pipe Project," dedicated to the idea of cross-cultural education, was accepted by the Peace Corps. My husband and I were responsible for recruiting Indians, preparing them for the Peace Corps test, and pretraining them. After we had recruited about 65 people, the Peace Corps began to review the candidates' folders and to deselect according to their own standard value judgments. The one Indian member of the selection committee, recognizing many of the problems, helped to save 35 candidates, who then went to Puerto Rico for Peace Corps training.

The entire training experience was a conflict between the stereotypes of the non-Indian instructors and the Indian trainees. Some instructors had already formed judgments as to how the Indian trainees were going to do in the Peace Corps. We had provided a few Indian speakers to reinforce the Indian trainees during this experience. An almost unimaginable enmity arose between the "Peace Pipe" trainees and a non-Indian group of trainees across the stream, also in training to go to South America. One of the Indian trainees said he couldn't understand how the others, who were supposed to be training to work with people of a different culture, could treat us the way they did and still be able to complete Peace Corps training successfully. I made the mistake, and I'll share this with you, of putting a great deal of pressure on the Indian trainees —telling them to set an example for their younger brothers and sisters, first in the Peace Corps and later in other institutions. The pressures were terrible, and I regret having added to them.

The regular training for this group took place in California, and this proved to be even more of a disaster than Puerto Rico. The five instructors who were to teach cross-cultural relationships to the Indians did not recognize that they themselves were teaching in a cross-cultural situation. After the California experience, one of the psychologists said he was going to quit the Peace Corps and review his own attitudes. During our visit, one instructor told us not to talk to the Indian trainees by themselves, but, of course, all of the trainees asked to visit with me.

By the time the group arrived in Colombia, South America, for in-country training, there were only five Indians left. The rest were "no-shows" who had made some decisions about the Peace Corps and had concluded it was not the place for them. The "Peace Pipe" program was a complete failure.

Of course, no American will ever admit that he discriminates against Indians. The discrimination is usually subtle, not open. In many ways, Blacks are better off because they know how to deal with the open discrimination they encounter. Indian people are exposed to very patronizing attitudes, not open hostility. But look at our employment and health problems, our dropout rates; we have the lowest grade achievement of any minority group. You look at these things but do not see the Indian people. You are professional educators, and you tend to know all the answers. I am as much to blame, and I feel very bad about the pressure I put on those trainees—especially when I recall how one of the "Peace Pipe" people came to me and asked if I would be ashamed of him if he dropped out of the Peace Corps. It brought tears to my eyes. Indians, when they face discrimination, are not sure what is happening to them. Discrimination often produces self-hate, which frequently leads to self-destruction. We hear much about the drunken Indian, and we put heavy blame on the drunken Indian; by so doing we destroy the Indian people and damage the larger society which has to live with negative input from Indians.

My point in giving you details of the Peace Corps experience is simply this: If we can't solve the problems of cultural difference in our own country, Heaven help us when we try to work with people of different cultures all over the world.

This is a summary of Mrs. Harris' speech. The full text is available from the NEA Center for Human Relations; single copies free while they last.

ISSUES:
DESEGREGATION, LEADERSHIP

By
Leon Panetta

I think we are witnessing a moment in our national history, akin to the end of Reconstruction, when relations between the races in this country threaten to be set back to the point of tragedy. Leadership and clear thinking on the issue are needed. Abdication and confusion are not.

What will our nation's leaders do? I mean leaders of both political parties, who are permitting the most confused spokesmen in America to seize the high ground to trumpet their battle charges, to scream their defiance of the law.

How can one word—busing—frighten into craven retreat so many leaders who know that the issue is not busing, the fear is not of busing, and the opposition is not to busing? Desegregation itself is at issue, and busing is the symbol foisted on the nation by those who have moved into the leadership vacuum.

Let us look at the facts:

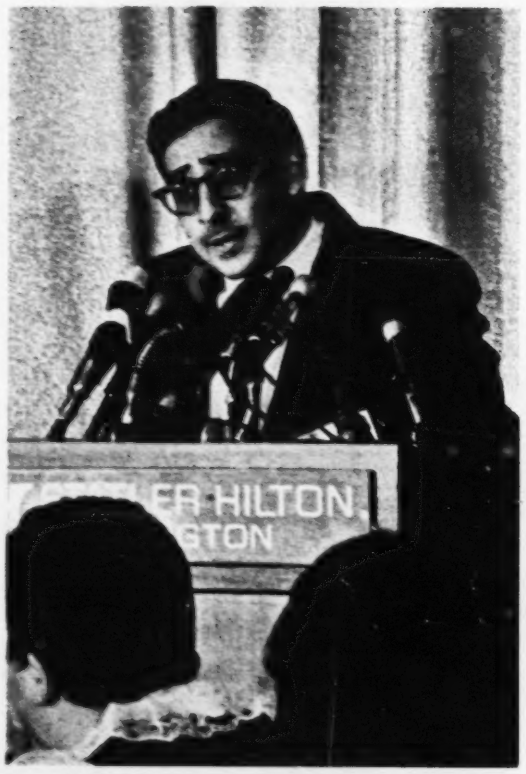
- Less than three percent of the desegregation plans accepted by HEW call for additional busing.
- Some 90 percent of the districts in this country transport 17 million schoolchildren in buses.
- Most of the districts we have dealt with have bused black children as many as 75 miles a day, past white schools to an inferior education.
- The 23 buses dynamited in Denver were not used for desegregation; 14 carried handicapped children and 9 brought children to special education classes.

Busing is a phony issue. Neighborhood schools are not the issue, either, because thousands of black children who are going to decaying, racially isolated schools in their neighborhoods are getting a bad education. In fact, the U.S. Senate tabled a "neighborhood school" amendment the other day when some Southern senators saw that a neighborhood school law would lead to the elimination of the dual school system in some districts in their states! But people do not talk of these realities, because someone has already framed the issue for them in the racial code clichés, "busing" and "neighborhood schools."

The law requires that we do not discriminate on a racial basis in the assignment of children to schools, and that if we have discriminated, we undo the effects of that discrimination. All the talk of busing will not change that requirement of law, which has been and will continue to be enforced in our judicial system.

A good education, according to the accepted studies on the matter, cannot be pursued in racial isolation. Desegregated education has been upheld as a legal principle; it has been pursued as public policy with more success than many will admit; and it should not be undone where it is successful merely because of the rabid screams of those who make political hay out of racial antagonism.

What is required of leadership? What is not required is walking away from the subject or accepting it on the busing terms in which it is now being discussed. While leadership is not exercised through false promises, neither is it exercised through empty or confused rhetoric or, for that matter, through no rhetoric at all.



Leon Panetta served one year as Director of the Office of Civil Rights, HEW.

The cause of equal justice is being destroyed not by direct challenge but by indirection, confusion, disunity, lack of leadership, and lack of commitment to a truly equal society. Until the desperate picture changes, there will be more busing amendments, more Whitten amendments, more resistance, more political sellouts, and more public servants lost because of little or no support for firm enforcement of the law. In the end, the real losers will be the children.

We need leaders to stand up and say that the issue is obedience to the law; the issue is a fair break in education for kids who have lost out time and again because of rank discrimination; the issue is the future of this nation's race relations. No attempted escape from reality will change those issues for us.

If the political parties are shying from this leadership role, then you, the National Education Association, must step into the breach. As the ugliness around here grows, the nation loses, and there is too much at stake to let abdication rule the day. Your courage and action can help change the direction of our society from despair to a new hope for a free and united America.

This is a summary of Mr. Panetta's speech. The full text is available from the NEA Center for Human Relations; single copies free while they last.

SEPARATE AND EQUAL

By Roy Innis

The problem we are dealing with here can be traced to the *Plessy v. Ferguson* case of 1896 in which the Supreme Court said that it is possible to create segregated but equal facilities on railroad cars, but cloaked its language and compounded its crime by stating, "Things can be separate and equal."

In 1954, in *Brown v. Board of Education of Topeka, Kansas,* the Supreme Court stated what it thought was the opposite doctrine—that "things cannot be separate and equal." But if the *Brown* case dealt with segregated schools, why the use of the word "separate"? Things cannot be "segregated" and equal!

The people from the Northeast liberal establishment, joined by the civil rights aristocracy, made their own interpretation of the 1954 desegregation decision, making "desegregation" synonymous with "integration."

I think what the Court said in 1954 was that the law requiring that I sit in the back of the bus is illegal—that I not only do not have to sit in the back of the bus, but I have to sit in the front next to a white person. The first clause describes "desegregation"; the second describes "integration." We must understand the distinction. The country is in chaos and is going to blow up, all because of that one confusion.

Segregation cannot be defined in terms of spatial relationships, for in the South there are many places where there is open housing, which is impossible up North. Segregation must be measured in social, political, and economic parameters as a dynamic relationship (who controls the action), not in terms of a black school over here and a white school over there.

Now let us examine the concept of total integration. Americans have for years tried to organize themselves so that in some unit of government they would constitute a majority. Black folks are not different. We do not have different needs. We need to be a defined majority someplace, especially in the smallest defined political unit.

Roy Innis (above) is national director, CORE.

Take a community that had 25 black teachers in a segregated school system that was made to give services to black kids. This community had 22 unemployed teachers the day after integration. In another community, the black principal of a high school became the assistant principal in an elementary school. We saw this all over the South where integration was tried.

We questioned, then, the efficacy of the so-called integration, admitted that we wanted integration only to piggyback an education from the white kids, and started making demands for improving education where we were. We began in New York City, at I.S. 201. When the parents asked me to help, in my capacity as chairman of Harlem CORE, I told the New York City school board that we were out of the integration bag and wanted to gain control and management of the facilities so that we could, in fact, integrate and improve education at I.S. 201. We parlayed the demands for integration of the school into a demand for a black principal. Our plan called for an autonomous, independent Harlem school district on a par with the New York City school district.

The Southern brother is more pragmatic and less ideological than his Northern counterpart. He questions whether whites will give up power easily, but he knows that there are benefits to functioning in an institutional arrangement in which he is in the majority.

When we described our plan to the Southern brothers, we referred to the Supreme Court's Holmes County decision of October 1969 which said that the exclusionary district is illegal and that there must be a unitary system in a district. Therefore, where one district exists and isn't working, and people aren't happy on either side, we asked that the district be divided along lines of natural communities of interest. The predominantly white area would be controlled by whites, and the predominantly black area would be controlled by Blacks. All people in one district would attend one school system—a unitary school system, and there would be no exclusion on either side.

New school districts are created all the time by whites. When they move out of Washington, D. C., in enough numbers

to define themselves as a political subdivision of the surrounding states, they become an incorporated political entity, or just run a school district.

We know there will be some problems, but I have gone to the people who will be affected the most by this plan—the local people, black and white.

I hope we have reasoned together. I have offered an alternative to the HEW desegregation plan, and I want you to evaluate both using the same social, economic, political, educational, and psychological parameters. See which one measures up—which plan offers peace and tranquility. I think the choice is obvious.

This is a summary of Mr. Innis' speech. The full text is available from the NEA Center for Human Relations; single copies free while they last.

E PLURIBUS UNUM

By
Charles Gonzales

"Don't ask me how — just change," said Charles Gonzales, who addressed the conference on February 21.

A series of paradoxes, Student NEA president Gonzales said, has obviated the basic American goal of E Pluribus Unum. He claimed that while we are reminded daily of this goal — that separate groups can live together in unity — many national activities force us to question its viability.

The proposition upon which our country was founded — that "all men are created equal" — is also being called into question, he said, and educators must address themselves to this tragedy.

A lack of national consensus on major issues illustrates the need to "turn the national discussion to our national goal," advised the student leader. "Debate should occur before decisions are made, and the process should be one of public agreement," he said, "but this is not happening. Who made

the decision on Vietnam in the first place?" he asked. Referring to President Nixon's threat to veto the HEW appropriations bill, Mr. Gonzales asked whether "it is the public opinion that education has a low priority and that its funding level should, therefore, be reduced."

"The proposition that 'all men are created equal' deals with the right to rule," he continued. "Many capable people are not rising to positions of leadership because the system won't allow it. Political parties know that in order to get people of wisdom in decision-making positions, they must recruit from the people — all the people: black, brown, white, and red."

He then cited the paradox of our pluralistic society — that the decision-making process should but often doesn't reside in the people collectively. Commenting on the Vote-18 issue,

Charles Gonzales, Student NEA President, is a student at Antioch College.

Mr. Gonzales commended the Senate for holding hearings, but he questioned whether the voices of the young witnesses will be sufficient to influence the decision makers.

"We are at a time of deep national crisis in which democracy has become not only a possibility but a necessity," said Mr. Gonzales. "It is time to make an effort to turn the national discussion to the central proposition that we were founded upon. He argued that "this proposition is no longer operatively the law of the land." He described the holders of power in this country as those for whom America's principle of equality lives. Mr. Gonzales lamented that "the Constitution is operated only under the titles of the founding fathers, and we hold no truths to be self-evident."

Educators must begin to ask some basic questions about the great cleavage between our national goals and our national behavior, said Mr. Gonzales, for they have the best view of its effects.

Students today are not dedicated to the pursuit of products, which Mr. Gonzales called "economism." He concluded, "They are rebelling against an educational system that is committed to the production of high school and college students who will fit neatly into working, managerial, or professional slots in the community. This repetitious human product that the schools are trying to produce may be our ruin. The efforts of educators should be directed toward helping the student develop a potential for living in his world."

FOCUS: BLACK STUDENTS

By

Gwendolyn Woods

For the last four years, black students have been engaged in a vigorous program for educational reform, challenging the black university to create an educational experience that is more relevant to them and to the people they wish to serve. Since these struggles have generally taken place in isolation, black students have felt compelled to make them very dramatic; and since the university is, in many cases, reluctant to respond to proposals for change from the students, their struggles have tended to become disruptive and violent. A national forum is needed for black students to unify the efforts of the black university community and to examine viable alternatives to the present means of struggle. Communication among black students must improve or social disorders will increase on the black college campuses as well as within the multiversity.

The black students in the black university find themselves in a very complex situation. Motivated to get an education because there is no other means of survival in this increasingly technical society, the black student is appalled to discover that in many cases he does not receive the necessary skills he came to college to get. He also discovers that the university makes no attempt to relate to the problems of the community from which he comes. Students discover that their publications and governing apparatus are held in firm control by the university administration so that there is no longer a legitimate forum through which to articulate growing apprehension. Given no positive means of reacting to what is rapidly becoming an intolerable educational situation, students form secret insurgent groups which emerge only when confrontation is imminent. If the trend continues, we can expect the black university to become the real center of revolutionary action for black America.

The black student in the large university finds himself in an odd situation. He goes to one of the best schools in America and discovers that as part of a small subgroup within a large university he has no voice. He finds that he can acquire the skills he needs, but that the values of the institution are at odds with the development of a meaningful relationship with the black community. He has difficulty maintaining a clear perspective on his role in the struggle of black people and is forced to prove his cultural and social values by joining forces with his black brothers and sisters.

Black students must be given decision-making power commensurate with the ideas they are putting across, for, like the

Mrs. Gwendolyn Woods, National Coordinator, National Association of Black Students.

black community, they have grown increasingly sophisticated and creative. The ideas and tactics of black people were transmitted through idealistic youth once involved in civil rights work to the very core of this country's political processes.

A realistic approach would be to help black students create their own black student associations, which would concern themselves with the unique problems of black students. This is what the National Association of Black Students proposes to do.

Recommendations:

- Make direct grants to black student organizations.
- Create a pool of black speakers, talent, and materials to facilitate the study of blackness.
- Develop a black newspaper.
- Grant seed money to students instead of to administrations.
- Collect, analyze and interpret research by black students.
- Develop environmental exchange programs for urban and rural black students and for those in the multiversity and the black college.

This is a summary of Mrs. Woods' speech. The full text is available from the NEA Center for Human Relations; single copies free while they last.

THE PARTICIPANTS RECOMMEND

Four caucus papers and statements by two individuals formed the basis of several resolutions passed by the conference delegates.

These resolutions asked the NEA to give more visibility to its implementation of the Report of the Task Force on Human Rights and urged that it become more involved in encouraging school desegregation, human relations training for educators, and multiethnic publishing. They also urged NEA to promote intergroup and human relations education as part of the teacher certification process; to take a firm position on cross-busing; to help students achieve a major role in determining their curriculum; and to help redirect federal funding priorities to education.

Samuel Banks, representing the Baltimore, Maryland, City Schools, presented a paper entitled "Increasing the Options: An Alternative," which called upon NEA to cooperate with the Association for the Study of Negro Life and History to develop a program of studies for each minority group. He also urged NEA to "convene a school desegregation conference . . . whose principal motif would be the enforcement of the law and the development of procedures to deal with white racism in the public schools."

An amendment to Mr. Banks' resolution was based on a presentation by Kim Sommers, student representative on the Dayton, Ohio, Board of Education, and Theodore Andrews of the Volusia Educators Association in Florida. They urged the NEA to pressure state boards of education to require human relations training, multiethnic studies, and cross-cultural experiences as part of their teacher certification standards.

Ernie Allen, Mrs. Joy Ann Walker, and Dr. Morrell Clute presented the resolution of the Michigan caucus. Addressing themselves to institutional racism, this group urged NEA to face the failure of the urban schools to provide most of the minority students with the education needed to participate successfully in American life.

Two individuals then made motions which were passed. Joyce Turner, representing the NAACP in Patchogue, New York, moved that NEA emphasize the section of the Task Force Report calling for the application of professional sanctions to any agency that infringes the rights of children or school personnel. Sigmund Pickus of Rockville, Maryland, moved that the 1970 NEA budget reflect the importance of human relations activities.

John F. Perdue of Pontiac, Michigan, presenting the views of the Black caucus, called upon NEA to take a more affirmative position in the area of desegregation and integration.

THE PANELISTS DO THEIR THINGS

"Core-to-periphery city school districts, a flexible school day, and a schoolmobile shuttle service," said Marilyn Grayboff, "are the ways the Integrand plan would assure equal educational opportunity to students in Atlanta, Georgia." Miss Grayboff described the Integrand plan to conference participants as one of several being considered by the Atlanta school board.

Integrand, she said, would divide Atlanta into five sectors, each of which would function as an educational park. Existing high schools—about five inner- and outer-city schools per sector—would each specialize in one of five areas: social studies, language arts, mathematics and science, technical studies, and preparatory subjects. "The basic requirement for graduation would be attendance in at least three of the four subject schools in a sector."

In the ten elementary school sectors, Miss Grayboff continued, Integrand would team teachers and aides in some 12 schools per sector. "An inner- and outer-city school would be combined with one teacher specializing in mathmatics and science and the other in language arts and social studies."

Atlanta has 26 secondary and 120 elementary schools in a 400-square-mile area. The city's 35,000 secondary students represent a ratio of about nine black to seven white. Currently, said Miss Grayboff, about 4/5 of the students are bused—"that is, a two-way busing plan including about 20,000 black students and one red-headed white boy who buses himself to a computer class at Booker T. Washington High School."

School attendance laws under the Integrand plan could be fulfilled by extending the school day to 7½ hours and requiring only four days of class and a one-day field trip. With all schools open five days a week, Miss Grayboff said, there would be a 20 percent cut in student population. "The numbers of each ethnic group in a particular class or school would vary with interest in the subjects offered," she added.

For Atlanta's entire system of 120,000 students, Integrand would need 600 "schoolmobiles"—or 175 buses and 625 minibuses. Miss Grayboff said that each vehicle would have "a comfortable interior with desks, lamps, book shelves, and snack bars." Each secondary school unit would need only seven schoolmobiles "operating in two shuttle runs to and from the other four plants." Small children, she added, who would travel between two schools in minibuses, would spend no more than 25 minutes in transit and would be accompanied by two home school teachers."

"Go home and make the Human Relations Center the most important part of your Association," urged panelist Ray Matthews. Mr. Matthews, a reading coordinator from Boston, Massachusetts, said that "human relations refers to the content of the whole educational system."

Conrad Romero, consultant for the Colorado Department of Education, patiently strained to sensitize conference participants to the abilities of Mexican-Americans and to some failures of the mainstream culture. He communicated an appeal by his son to English teachers. His son received a D in English but an A in Spanish—which he didn't speak before entering school. "My son requested," he said, "that I ask the teachers of English to take some lessons from the teachers of Spanish."

Terry Townsend, assistant to the vice president of the American Red Cross, presented a slide show which suggested that love and volunteer activities could help solve America's social ills. Entitled "Point and Counterpoint," the 322 slides and taped narration depicted the two sides of America—"the beautiful and ugly, the harsh and tender, the right and wrong," as Mr. Townsend put it.

Girl Scouts Constance Fradenburg and Alethia Hill described a summer camping program in Seattle, Washington, involving about 3,000 boys and girls from 15 inner-city schools. The program was made possible, they said, through the cooperation of the Girl Scouts, Seattle public and parochial schools, the Seattle Park Department, the Council of Churches, the Seattle Public Library, the National College Association, the University of Washington, and the Black Student Union.

Participating Organizations, continued:

Minnesota

Minneapolis Board of Education
Minneapolis Education Association
Minneapolis Urban League
NEA-HRC
St. Paul Department of Human Relations

Mississippi

Mississippi CTA
Mississippi Teachers Association
NEA-CHR

Missouri

National Association of College Women
Webster College

Nebraska

Nebraska State Education Association
Omaha Education Association

Nevada

Clark County CTA
Nevada State Education Association

New Jersey

Atlantic City Education Association
Boy Scouts of America
Educational Testing Service
Hackensack Middle School
Indiana Avenue School
Kentopp School
NEA-CHR
NEA East Coast Regional Office
New Jersey Congress of Parents and Teachers
New Jersey Education Association
New Jersey State Department of Education
Paterson Task Force
Piscataway High School
PR&R Commission

New Mexico

Central District of NEA New Mexico
NEA-CHR
Student NEA
Thoreau Public School
University of New Mexico

New York

Center for Urban Education
CORE
Council on Social Work Education
East Rochester Public Schools
Freeport Public Schools
Girl Scouts of the USA
Kenmore Teachers Association
NAACP
National Commission Against Discrimination in Housing
New Rochelle Schools
New York City Board of Education
New York State PTA
New York State Teachers Association
Ossining High School
Ossining Middle School.
Schenectady Public Schools
SEDFRE
Somers High School
West Islip EEO Task Force
Wyandanch Public Schools

North Carolina

Adult Basic Education
Halifax County PTA
Halifax County Schools
Hoke County Schools
NEA-CHR
North Carolina-CTA
North Carolina A&T State University
North Carolina Teachers Association
NCTA-ACT
NCTA-SNEA
Robeson County Board of Education
Robeson County Schools

Ohio

Akron Public Schools
Berea City School District
Cleveland Urban League
Columbus Public Schools
Dayton Board of Education
Dayton Human Relations Commission
Dayton Schools
Kent State University
Office of Equal Educational Opportunity
Ohio-ACT
Ohio Department of Education
Ohio Education Association
Ohio PTA
Parma Education Association
Youngstown Board of Education

Oregon

Future Teachers of America
Oregon Board of Education
Oregon Education Association
Salem Intergroup Human Relations Committee

Pennsylvania

Allentown Schools
American Friends Service Committee
Cheyney State College
Diocese of Pittsburgh
Lancaster PSEA
Pennsylvania Department of Education
Pennsylvania Human Relations Commission
Pennsylvania State Teachers Association
PSTA-DCT
Philadelphia City Education Association
Reading Schools

Rhode Island

Cranston Schools
Progress for Providence, Inc.
Providence School Department

South Carolina

South Carolina Education Association-ACT

Tennessee

Memphis City Schools
Memphis Education Association
Memphis State University
Metropolitan Nashville Education Association
Tennessee Department of Education
Tennessee-DCT
Tennessee Education Association
University of Tennessee

Texas

Houston Teachers Association
NEA-CHR
NEA Southwest Regional Office
Texas-CTA
Texas Congress of Parents and Teachers
Texas State Teachers Association
University of Texas

Utah

Salt Lake City Civil and Human Rights Committee
Utah Education Association

Virginia

Charlottesville Public Schools
Fairfax County Public Schools
Girl Scouts of the USA
NEA Mid-Atlantic Regional Office
Springfield Schools
Virginia Seminary & College

Washington

NEA Board of Directors, Kirkland
North Shore Education Association
School Nurse Organization of Washington

West Virginia

Huntington Schools
McDowell County Board of Education
Monongalia County School System
Parkersburg Schools
West Virginia-ACT
West Virginia Department of Education
West Virginia PTA
Wood County Schools

Wisconsin

Madison Equal Opportunities Committee
Madison Public Schools
Madison Urban League
Milwaukee Teachers Education Association
NEA Executive Committee, Racine
Racine County USD #1
Wisconsin Education Association

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C. Sullivan Culver, NEA director, Fla.

Nicholas E. Duff, chairman, Commission on Professional Rights and Responsibilities, Minn.

George D. Fischer, NEA pres., NEA Headquarters, *ex officio*

Mrs. Margaret Fischer, classroom teacher, Des Moines, Iowa

Clymathes B. King, classroom teacher, Jackson, Miss.

Sam M. Lambert (Dr.), NEA exec. secy., NEA Headquarters, *ex officio*

Mrs. Lillian J. Madison, classroom teacher, High Point, N.C.

Leo Reano, classroom teacher, Santo Domingo Pueblo, N.M.

Josephine Sawaia, classroom teacher, Scottsdale, Ariz.

Frank A. Valdes, classroom teacher, Las Vegas, Nev.

Wade Wilson (Dr.), NEA Executive Committee, pres., Cheyney State College, Pa.

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